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Career Maturity in Relation to Vocational Aspiration and Self-Concept among Senior Secondary School Adolescents

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ABSTRACT: Students' careers are important in their lives because they will have to make decisions about their careers later in life. This study aims to examine the key predictors of Career Maturity between Vocational Aspiration and Self-Concept among the senior secondary school adolescents. Three measures are employed in the quantitative study design, including a self-concept questionnaire developed and normed by Saraswat (2011), the Occupational Aspiration Scale by J.S. Grewal (2011), and the Career Maturity Inventory by Nirmala Gupta (2013). These scales disseminated to students from the four senior secondary government and private schools of Kannauj district. Using the simple random sampling method, a total of 376 senior secondary school adolescents were involved in the study. The findings show that among senior secondary school students enrolled in both government and private institutions, vocational aspiration became a significant factor in predicting career maturity. Career Maturity was found to have significant correlation with Vocational Aspiration while no relationship was found with self-concept for total sample and sub samples. Female students were found to have better Career Maturity than males while opposite trend was seen for Vocational Aspiration. Although, the self-concept of males and females was observed to be similar. Moreover, Female students have better capability to make or choose proper vocational choices, including awareness required for choosing career according to their skills, interests, values and personality traits. However, male students were having more aspirations for the career or vocation.

KEY WORDS: Career Maturity, Vocational Aspiration, Self-concept, and senior secondary school adolescents.

INTRODUCTION

Every person must choose a career in life. So, it is our social and educational duty to build an environment to get one ready for their career. In India, a new kind of career education has been developing for more than a decade. It differs from everything that has come before in terms of form and finer objectives, but is comparable in terms of overarching goals. This is the vocationalization of the educational system as a whole, with a focus on senior secondary education. In terms of cells, organs, physical and mental processes, and the overall organism, maturity refers to the point at which development has achieved its apex and growth has stopped. Although the influence of environment cannot be ignored, maturity is largely determined by inheritance. By successfully changing the environment, normal motivation may shift. At the senior secondary school level, adolescents begin to consider and research numerous career-related alternatives based on their skills and interests. The emotional, mental, physical, and social development of adolescents undergoes a significant change at this period. Adolescence is the time when self-concept might occasionally change as a result of the influence of peers, environment, and aspirations which zestfully impacts their professional choices, job, and vocation.

The ability to make wise career decisions, as well as knowledge of what is necessary to do so, and the degree to which one's choices are both practical and consistent over time, have been referred to as career maturity. The ideas around career choice place a focus on a person's abilities, interests, values, and personality qualities. However, choosing a career is now seen as a developmental process, and as a result, the idea of career maturity has been more popular recently. Individuals need to attain a specific level of career maturity in order to make the right career and vocational choice. Super (1955) has been studying in this field since he has defined the concept of Career Maturity (Patton and Creed, 2002). Developmental theories make considerable use of this concept. Super (1957) has divided career development into many stages. Each stage's developmental tasks were also specified by him. When these developmental activities are successfully completed, a person is said to have reached career maturity and is prepared to make an informed decision about their career. According to Kuzgun (2003) career development is a systematic, progressive and interconnected process. Every adolescent is expected to choose their career. Individuals identify their abilities, interests, and values in the early years of Super's exploration period (14–24) and form a reliable self-concept. Adolescents are anticipated to formalize their job aspirations at this point. People between the ages of 14 and 18 investigate vocations based on their level and scope, cut out the majority of them, and select one or two. Yet it is expected of these people to

select a single profession. Initial choices may be vague and all-encompassing. However, as his understanding of himself and his surroundings grows, he more accurately assesses his tendencies and forms more sensible judgments about his choices. (Kuzgun, 2000).

Vocational Aspirations are individuals' desired occupations based on ideal circumstances (Rojewski, 2007), and in lay terms, these aspirations are often referred to as dreams. Given the future-oriented nature of aspirations, they act as goals that guide adolescents' career development (Ford 1992), eventually leading them to land in specific occupations. Vocational aspirations are the ideas, emotions, dreams, thoughts, feelings, fantasies and goals and objectives people have about their work, which influence their motivation and decision-making with regard to their chosen employment and future participation in it. Rojewski (2005) defined Vocational Aspirations as "an individual's expressed career related goals or choices". Johnson (1995) referred to it as expressions of occupational goals, leading several authors to regard them as important career motivational variables, proving to be predictive of later career attainment levels (Chung, Loeb, & Gonzo, 1996). Indeed, Looker and McNutt (1989) argued that adolescents' occupational aspirations are a cause rather than an effect of educational and career attainment. It has been suggested that adolescents' vocational aspirations for their careers play a considerable role in determining their short and long-term educational and employment choices. The vast quantity of research undertaken over the past half century and the fundamental place that occupational ambitions hold in the majority of career theories both demonstrate the crucial role that occupational aspirations play in the career development of adolescents. (Rojewski, 2005).

There are numerous scholars that have outlined the definition of self-concept. Hurlock, as quoted by Ghufron and Risnawati (2012), states that "self-concept is someone's description of himself which is a combination of his belief of physic, psychology, social, emotional, aspiration, and achievement he has been accomplished". Carducci (2009) defines "self-concept as individuals' assessment of their characteristics and personality". William D Brooks (in Rakhmat, 2011) defines self-concept as "those physical, social, and psychological perceptions of ourselves that we have derived from experiences and our interaction with others".

The relevant literature on Career Maturity shows that Career Maturity is a significant aspect of adolescent development, and it has been discovered that different cultural, racial, and sex groups are affected differently by various psychological, social, and demographic factors. Lawrence and Brown (1976) reported that varying cultures have different relationships between sex and self-concept, two variables that determine career maturity. Thomas and William (1978) reported that the students' self-concept influenced their decision-making regarding their careers. Brewer et al. (1986) concluded that students when compared to their peers, students with high self-concept also had high Career Maturity. Kaur (1992) found self-concept as an important predictors of Career Maturity. Bhargava and Kramer (1986) reported that high achievers group possessed high Career Maturity. Andleeb and Ansari (2016) conducted a detailed comparative study to investigate the relationship between adolescent career maturity and occupational aspirations and discovered a weak and negative relationship between adolescent occupational aspirations and career maturity.

METHOD

The current study used a straightforward random sampling technique. A total of 376 students sample were drawn randomly from four senior secondary schools (government and private) in the Kannauj district. The tools of data collection are as follows: self-concept questionnaire constructed and standardized by Saraswat (2011), Occupational Aspiration Scale by J.S. Grewal (2011), Career Maturity Inventory by Nirmala Gupta (2013). Analysis was done using SPSS for windows version. The researcher used the coefficient of correlation, stepwise regression, and one-way ANOVA techniques. The study has yielded mixed results, which were interpreted using some suggestive measures in the results and conclusion sections.

Objectives:

1. To find the extent of relationship between criterion variable (Career Maturity) and predictive variables (Vocational Aspiration and Self Concept) among senior secondary school adolescents.
2. To find out the influence of Vocational Aspiration and Self Concept on the Career Maturity of total sample, male and female, government and private senior secondary school adolescents.
3. To compare the Career Maturity, Vocational Aspiration and Self Concept among male- female, government and private senior secondary school adolescents.

Hypotheses:

1. There would be no significant of relationship between criterion variable (Career Maturity) and predictive variables (Vocational Aspiration and Self Concept) among total sample, male-female, and government and private senior secondary school adolescents.
2. There would be no significant influence of Vocational Aspiration and Self Concept on the Career Maturity of total sample, male-female sample, government and private senior secondary school adolescents.

3. There would be no significant difference in the Career Maturity, Vocational Aspiration and Self Concept among male-female, government and private senior secondary school adolescents.

Data Analysis and Interpretation:-

Data has been analyzed objective-wise as follows:

1. There would be no significance of relationship between criterion variable (Career Maturity) and predictive variables (Vocational Aspiration and Self Concept) among total sample, male and female sample and government and private senior secondary school adolescents.

Table.1: Correlation table of Career Maturity, Vocational Aspiration and Self Concept

Variables	Vocational Aspiration					Self-Concept				
	Total Sample	Male Students	Female Students	Govt. School	Private School	Total Sample	Male Students	Female Students	Govt. School	Private School
Career Maturity	0.283**	0.167*	0.377**	0.322**	0.236**	-0.011	-0.043	0.050	0.041	-0.061
Vocational Aspiration						0.199**	0.331**	0.081	0.128	0.280**

It is evident from Table 1 that the coefficient of correlation between Career Maturity of total adolescents was found to be significantly related to Vocational Aspiration but insignificantly related to Self-Concept. Vocational Aspiration was also found to be significantly related to Self-Concept for total sample of adolescents at 0.01 level of confidence. For male sample Vocational Aspiration was significantly related to Career Maturity and Self-Concept while negative but insignificant relation was observed between Career Maturity and Self Concept. For female, sample significant relation was observed between Career Maturity and Vocational Aspiration with r = 0.377 significant at 0.01 level of confidence while no significant relation was seen between Self Concept and Vocational Aspiration and Career Maturity. Career Maturity was found to be significantly correlated with Vocational Aspiration (r=0.322) among adolescents studying in government schools while no significant relationship was found between other variables. Among private school sample significant relationship was observed between Vocational Aspiration and Career Maturity and Self-Concept indicating higher the Career Maturity and Self-Concept higher will be the Vocational Aspiration of students. Thus, Ho1 is partially accepted.

2. There would be no significant influence of Vocational Aspiration and Self-Concept on the Career Maturity of total sample, male and female sample, government and private senior secondary school adolescents.

Table 2.1: Regression Analysis among Criterion (Career Maturity) and Predictive Variables (Vocational Aspiration and Self Concept) for Total Sample

Predictive Variables	R	R^2	R^2 Change	F Change
Vocational Aspiration	0.283	0.080	0.080	32.44**

Table 2.2: Summary of ANOVA for Regression

Source of Variation	Sum of Squares	df	Mean Square	F ratio
Regression	7898.661	1	7898.661	32.444**
Residual	91051.711	374	243.454	
Total	98950.372	375		

Table 2.3: Regression Coefficients

Predictive Variables	Unstandardized Coefficients		Standardized Coefficients	t value
	B	Std Error	Beta	
Constant	63.514	4.008		15.848**
Vocational Aspiration	0.483	0.085	0.283	5.696**

An evaluation of statistical parameters given in Table 2.1, 2.2 and 2.3 reveals that Vocational Aspiration was found to be the significant predictor of Career Maturity of total sample of students. The magnitude of predictability is found to be 8% as represented by the multiple regression factor R^2 of the predictive variable to the criterion variable Career Maturity. Vocational Aspiration emerged as the main contributing variable while Self-Concept was eliminated from the model of prediction showing that it had not contributed to the criterion variable Career Maturity. ANOVA table shows that predictor variable shows significant variance in the criterion variable due to regression as shown by F ratio 32.444 which is significant at 0.01 level of confidence. It means that for total sample, Vocational Aspiration is an important variable to predict Career Maturity. Moreover, Table 2.3 shows regression coefficient of Vocational Aspiration which 5.696 and significant at 0.01 level of confidence. This shows that variation due to Vocational Aspiration will cause significant and positive change in the Career Maturity of students.

The total Career Maturity score of adolescents can be predicted by inserting the value of X, in the following equation:

$Y=0.483X + 63.514$

Whereas, Y= Career Maturity

X= Vocational Aspiration scores

Table 3.1: Regression Analysis among Criterion (Career Maturity) and Predictive Variables (Vocational Aspiration and Self Concept) for total Male and Female senior secondary school adolescents

Sample	Predictive Variables	R	R^2	R^2 Change	F Change
Male Sample	Vocational Aspiration	0.167	0.028	0.028	5.070**
Female Sample	Vocational Aspiration	0.377	0.142	0.142	32.289**

Table 3.2: Summary of ANOVA for Regression

Sample	Source of Variation	Sum of Squares	df	Mean Square	F ratio
Male Sample	Regression	1520.962	1	1520.962	5.070**
	Residual	53094.156	177	299.967	
	Total	54615.117	178		
Female Sample	Regression	5427.741	1	5427.741	32.289**
	Residual	32779.457	195	168.100	
	Total	38207.198	196		

Table 3.3: Regression Coefficients

Sample	Predictive Variables	Unstandardized Coefficients		Standardized Coefficients	t value
		B	Std Error	Beta	
Male Sample	Constant	67.773	6.294		10.768**
	Vocational Aspiration	0.308	0.137	0.167	2.252**
Female Sample	Constant	63.174	4.763		13.263**
	Vocational Aspiration	0.561	0.099	0.377	5.682**

Career Maturity in Relation to Vocational Aspiration and Self-Concept among Senior Secondary School Adolescents

An evaluation of statistical parameters as given in Table 3.1, 3.2 and 3.3 shows that for male and female sample Vocational Aspiration came out to be the significant predictor of Career Maturity while self-concept was eliminated by the prediction model for both the groups. The magnitude of predictability (relationship) as represented by multiple regression factor R^2 for Vocational Aspiration came out to be 2.8% for males and 14.2% for females. Table 3.2 exhibits the model of prediction in Career Maturity for male and female sample explaining the significant variance due to regression as inferred by the F-ratio (5.070 and 32.289 respectively). It signifies that for both the genders Vocational Aspiration can be used to predict their Career Maturity. Moreover, the regression coefficients table depicts that the regression coefficient for male sample is (2.252) and for female sample is 5.682 which are both significant at 0.01 level of confidence indicating that the variations due to this predictive variable will cause positive and significant change in the Career Maturity of boys and girls. Ho3 is thus rejected.

The total Career Maturity score of adolescents can be predicted by inserting the value of X, in the following equation:

$$Y_{male} = 0.308X + 67.773$$

$$Y_{female} = 0.561X + 63.174$$

Whereas, Y= Career Maturity

X= Vocational Aspiration scores

Table 4.1: Regression Analysis among Criterion (Career Maturity) and Predictive Variables (Vocational Aspiration and Self Concept) for total Government and Private senior secondary school adolescents

Sample	Predictive Variables	R	R^2	R^2 Change	F Change
Government School	Vocational Aspiration	0.322	0.104	0.104	21.330**
Private School	Vocational Aspiration	0.236	0.056	0.056	11.11**

Table 4.2: Summary of ANOVA for Regression

Sample	Source of Variation	Sum of Squares	df	Mean Square	F ratio
Government School	Regression	5629.715	1	5629.715	21.330**
	Residual	48562.844	184	263.929	
	Total	54192.559	185		
Private School	Regression	2492.061	1	2492.061	11.111**
	Residual	42166.149	188	224.288	
	Total	44658.211	189		

Table 4.3: Regression Coefficients

Sample	Predictive Variables	Unstandardized Coefficients		Standardized Coefficients	t value
		B	Std Error	Beta	
Government School	Constant	61.697	5.479		11.260**
	Vocational Aspiration	0.539	0.117	0.322	4.618**
Private School	Constant	65.914	5.937		11.103**
	Vocational Aspiration	0.417	0.125	0.236	3.333**

An evaluation of statistical parameters as given in Table 4.1, 4.2 and 4.3 reveals that Vocational Aspiration is found to be the significant predictor of Career Maturity for students studying in both government and private schools. The magnitude of predictability (relationship) as represented by multiple regression factor ($R^{2)}$ came out to be 10.4% for government school students

and 5.6% for private school going students. Self-Concept was eliminated by the model for both the samples showing its insignificant influence on sharing the variance with the criterion variable Career Maturity. Table 4.2 shows the model of prediction which explains significant variance due to regression as can be inferred by the F ratio (21.33 and 11.11) for government and private school sample respectively given in the said table being significant at 0.01 level, signifying that it can be used to predict the Career Maturity of the students. Moreover, the regression coefficients table depicts that the regression coefficient for Vocational Aspiration is 4.618 and 3.333 being significant indicating that the variations due to this predictive variable will cause positive and significant change in the Career Maturity of government and private school students respectively.

The total Career Maturity score of adolescents can be predicted by inserting the value of X, in the following equation:

$$Y_{\text{government school}} = 0.539X + 61.697$$

$$Y_{\text{private school}} = 0.417X + 65.914$$

Whereas, Y= Career Maturity

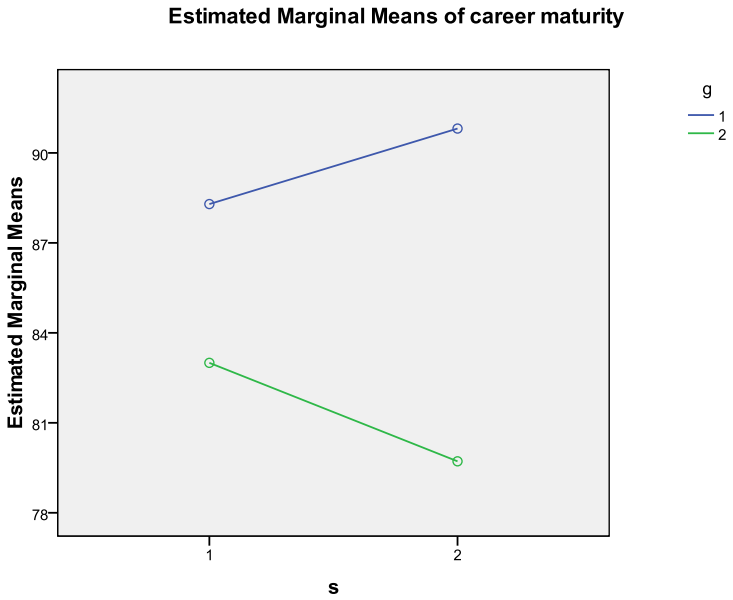
X= Vocational Aspiration scores

Thus, Ho2 is rejected.

3. There would be no significant difference in the Career Maturity, Vocational Aspiration and Self Concept among male-female, government and private senior secondary school adolescents.

Table 5: Difference in Career Maturity of Senior Secondary School students between gender and type of school

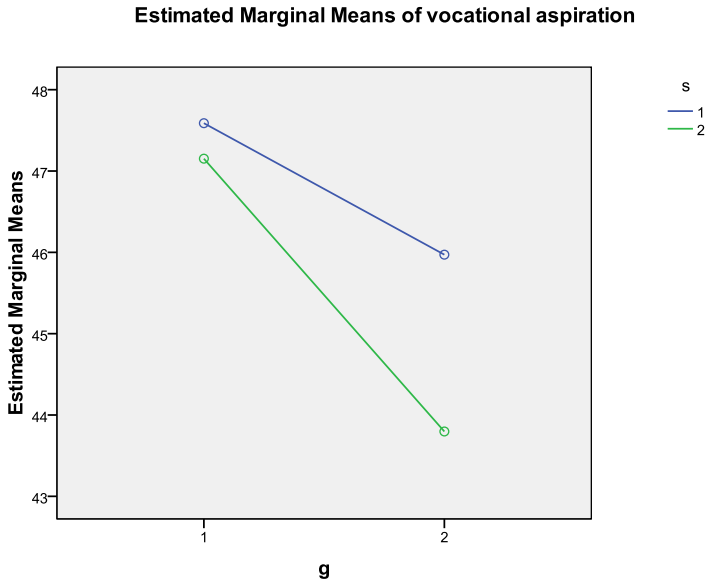
Source of Variance	Mean		N	Sum of Squares	df	Mean Square	F value	Sig
Gender	Male	81.64	179	6143.187	1	6143.187	24.827**	0.000
	Female	89.73	197					
Type of School	Government	86.40	186	13.397	1	13.397	0.054	0.816
	Private	85.37	190					
Interaction (Gender x Type of Schools)				769.830	1	769.830	3.111	0.079
Error				92047.750	372	247.440		
Total				2871940.00	376			



The F value 24.827 in the table 5 for male and female students pertaining to Career Maturity was found to be significant at 0.01 level of confidence. It points out that both the compared groups differ significantly with each other as far as their Career Maturity is concerned. On the basis of mean values of male students (81.64) and female students (89.73), it can be said that female students have better Career Maturity than the male students. The table also depicted that the F value (0.054) for government and private school students was not significant indicating that the students from both the schools hold similar maturity towards their career. Furthermore, the interactional effect of gender and type of school having F value 0.079 has not reached significant level.

Table 6: Difference in Vocational Aspiration of Senior Secondary School students between gender and type of school

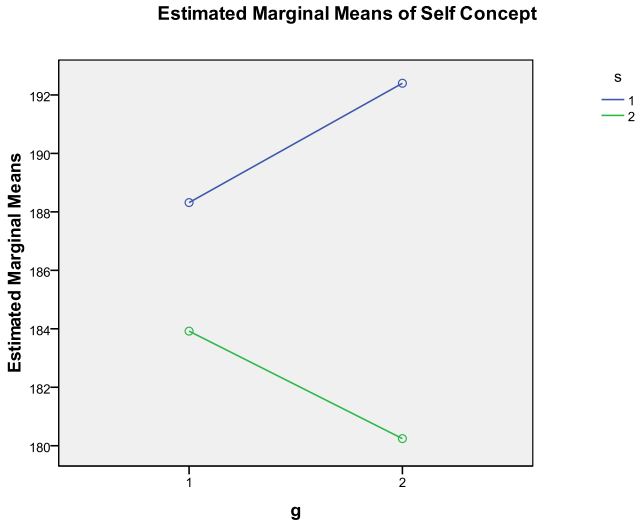
Source of Variance	Mean		N	Sum of Squares	df	Mean Square	F value	Sig
Gender	Male	45.07	179	565.137	1	565.137	6.351**	0.012
	Female	47.34	197					
Type of School	Government	45.82	186	155.844	1	155.844	1.751	0.187
	Private	46.69	190					
Interaction (Gender x Type of Schools)				69.049	1	69.049	0.776	0.379
Error				33101.882	372	88.984		
Total				838456.000	376			



An examination of the Table-6 indicates the significant difference between male and female students on the measure of Vocational Aspiration. The F value (6.351) was found to be significant at 0.01 level of confidence. It can be said that female adolescents possess better Vocational Aspiration than male counterparts as the calculated mean value for female (47.34) was found to be greater than that of male respondents (45.07). The F value 1.751 was found to be insignificant for the students studying in government and private schools signifying the fact that the students of either school show similar Vocational Aspiration. Furthermore, the interaction effect of gender and school type was found to be insignificant.

Table 7: Difference in Self Concept of Senior Secondary School students between gender and type of school

Source of Variance	Mean		N	Sum of Squares	df	Mean Square	F value	Sig
Gender	Male	187.37	179	3.768	1	3.768	0.010	0.920
	Female	185.82	197					
Type of School	Government	182.46	186	6267.010	1	6267.010	16.899**	0.000
	Private	190.57	190					
Interaction (Gender x Type of Schools)				1376.570	1	1376.570	3.712	0.055
Error				137957.522	372	370.854		
Total				1.323E7	376			



It is evident from Table 7 that the difference between the scores of male and female adolescents on the measure of Self-Concept is not significant as the calculated value of F (0.010) is found to be insignificant. It can be concluded that no difference is found between the Self-Concept of male and female students. However, significant difference in the Self-Concept was observed between the students of government schools and students' studying in private schools as F value 16.899 was found to be significant at 0.01 level of confidence. The mean value of adolescents studying in private schools (190.57) was obtained to be greater than those of government school adolescents (182.46). It can safely be concluded that the self-concept of private school adolescents was better than government school adolescents. Furthermore, the interaction graph between gender and school type having F value 3.712 came out to be insignificant.
Thus, Ho7 is rejected.

CONCLUSION AND SUGGESTIONS

From the aforementioned findings, it can be concluded that the Vocational Aspiration emerged as a major variable in predicting the Career Maturity of the senior secondary school students studying in both government and private schools. Career Maturity was found to have significant correlation with Vocational Aspiration while no relationship was found with self-concept for total sample and sub samples. Female students were found to have better Career Maturity than males while opposite trend was seen for Vocational Aspiration. Although, the self-concept of both genders were observed to be similar. Female students have better ability to make or choose appropriate vocational choices, including awareness required to select career according to their skills, interests, values and personality traits. Whereas, male students have more aspirations for the career or vocation. Because in the day to day life they are more free and have got support from the family to venture in any professional area. Whereas, in Indian scenario female students still have to face various restrictions and challenges to pursue career according to their aspiration and be independent.

These are the following suggestions:-

1- Proper guidance and counseling of the students should be needed at senior secondary level.
2- Guidance workers and counselors in schools should prepare vocational guidance programs to help students make accurate career.
3- Counselors should help students to meet their belief of physique, psychology, social, emotional, aspiration, and achievements. So that, they can do better in their life in general and career in specific.
4- Teachers, parents and career counselors should provide adequate career related information and encourage the students to raise their aspirations in accordance with their interests and abilities.

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